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ABSTRACT

To examine the role of staff development in implementing desegregation programs, the author annotates 39 publications from which she draws conclusions on the kinds of inservice staff education needed. Preceding the annotations is a glossary of 40 terms used in the literature. Four annotated publications describe teacher and principal behaviors and school district situations in which desegregation was unsuccessful due to lack of staff preparation. Successful examples of desegregation are presented in 12 annotations, illustrating how school staffs were trained to handle desegregation. Seven further annotated publications focus particularly on magnet schools' success in desegregation and on their greater use of inservice staff development. Finally, the author annotates 16 publications discussing the types of staff training conducive to successful desegregation. The author concludes that inservice education helps sensitize school staffs to the interpersonal and attitudinal problems in desegregation. She recommends that teachers and principals be trained in human relations, multicultural education, curriculum, management and discipline, and community participation. (Author/RW)

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STAFF DEVELOPMENT:
THE KEY TO SUCCESSFUL
DESEGREGATION / INTEGRATION
IMPLEMENTATION

BY

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INTRODUCTION

Desegregation and Integration are terms that are continuously in the news. School Administrators across the country are constantly dealing with court-ordered desegregation plans, voluntary desegregation plans, and alternative plans. This concern by the media and general public puts pressure on administrators by civil rights groups, anti-busing lobbies, citizen pressure groups, school boards, county councils, judges, and others to produce an effective plan.

Desegregation has become a matter of logistics to the administrator. He must implement a plan which will distribute students and staff throughout the system on an equal basis. This means that he has to bus children, transfer staff, and perhaps close some schools while redistricting others.

Without proper guidance, this mass movement of people and resources will cause confusion and alienation. The implementation of a successful desegregation plan will provide all students with quality education and will promote integration. If proper implementation is not completed, then the desegregation plan will fail. Failure can lead to resegregation and reimplementation.

All desegregation plans call for teachers implementing the program at the school level. Under the guidance of the principal, the teacher is required to desegregate and integrate the students. Without proper guidance, the process of desegregation may break down and fail at his level. The administrator should develop the staff to fully implement the desegregation plan that has been initiated.

STATEMENT OF THE PROBLEM

Administrators need to initiate affirmative actions that will lead to successful desegregation and integration.

PURPOSE OF THE STUDY

The purpose of the study was to investigate the possibility that proper staff development might lead to successful desegregation and integration.

ORGANIZATION OF THE STUDY

The first part of the study examines a number of school systems and strategies that were not successful in the desegregation process. Particular attention was placed on the efforts of those systems to provide staff development.

The second part of the study examines the characteristics of successful desegregation programs and the role of staff development. An outgrowth of this area has been the Magnet School. Part of the study concentrates on the success that is attributed to the magnet school in the desegregation process. The magnet school staff development is examined.

The final area of concentration deals with ways to effectively promote staff development in the desegregated setting.

DEFINITION OF TERMS

Administrator -- "The term school administrators refers primarily to superintendents, but also to other line administrators. (assistant superintendents, directors, principals) (Sommerville: 622)

Access Theory -- "Equal access to school resources with equality of educational opportunity"(Wax: 97)

Alternative School -- "A schooling experience for students unable to function in a traditional setting. This schooling experience is a common option in large urban schools and is not necessarily a component of school desegregation plans"(Hughes, Gordon, and Hillman: 168)

Black --"The preferred name for persons of the Negroid race, replacing previously used terms of Negro or Colored" (Calvin: 7)

Brown Students -- "Mexican-Americans"(Cunningham: 5)

Brown v. Board of Education in Topeka, et.al-- "The 1954 Supreme Court decision which ended the "seperate but equal" doctrine and led to the elimination of the dual, segregated school system" (Aquila: 6)

Community -- "Denotes a special type of organization based on residence within a bounded territory. A secondary group which is informally organized and performs a relatively wide range of functions" (Calvin: 9)

Cross-Cultural Education -- "Education crossing the boundaries of two or more cultures; teaching the values of one culture or racial/ ethnic group to students belonging to another group"(Aquila: 1)

Crossover Teacher -- " A teacher assigned from one school to another with different racial or ethnic characteristics"(Aquila: 1)

Culture -- The total pattern of human behavior and its products embodied in thoughts, speech, action, and artifacts and dependent upon man's capacity for learning and transmitting knowledge to succeeding generations through the use of tools, language and systems of abstract thought"(Aquila: 1)

Curriculum Bias -- Curriculum bias is inherent favoritism toward one economic or racial group over another. Such bias is usually reflected in textbooks, other instructional materials, standardized tests, and various artifacts which constitute the substance of school curriculum in America. The bias exists when those groups who are not substantively reflected in school programs are called on to respond as though they were"(Aquila: 2)

DeFacto Segregation --"Seperation of students or faculty by race or ethnic group on the basis of past practices(for example, housing segregation) which is not directly the result of official practices or policies"(Aquila: 2)

De Jure Segregation -- "Seperation of students or faculty by race or ethnic group, by school or by classes within schools on the basis of official legal practice of governmental bodies or boards of education"(Aquila: 2)

Desegregation -- "The reassignment of students and staff by race or ethnic identity so that the racial identifiability of the individual school and classes within the school are removed" (Hughes, Gordon and Hillman: 168)

Discipline -- "Control of students through enforcement of prescribed rules of behavior; often a concern of teachers prior to desegregation"(Aquila: 2)

Discrimination -- "A difference in treatment or favor on a basis other than individual merits"(Aquila: 2)

Displacement -- "The elimination of minority teachers, principals, coaches, band and music directors, counselors, and other personnel following desegregation either through dismissal, demotion, or reassignment or through failure to hire new minority teachers to replace those leaving because of displacement or normal attrition"(Aquila: 2)

Emergency School Aid Act(ESAA)-- "The Emergency School Aid Act adopted in 1972 provides federal funds to local school districts and non-profit organizations including teachers associations, for programs in support of desegregation plans and is the only federal legislation requiring teacher participation in district advisory committees"(Aquila: 5)

Ethnic -- "Pertaining to the distinctive social, cultural, linguistic, and physical attributes of a particular group"(Calvin: 13)

Ethnic Group -- "An ethnic group is a group of people with a common heritage such as geographic heritage(Poles, Swedes, Italians) which can be distinguished due to cultural and sociological traits. Ethnicity may also be defined to include factors such as religion, language, folklore, and group activity"(Aquila: 2)

Integration -- "Affirmative efforts that facilitate the elimination of racial and ethnic indifferences and at the same time provide multiethnic atmosphere and mechanisms to encourage mutual respect, understanding and acceptance"(Hughes, Gordon, and Hillman: 169)

Interaction Theory -- "Blacks need to attend integrated schools in order to improve their academic achievement and that such schools provide them with models of success"(Wax: 95)

Intercultural Education -- "The educating of children from many diversified backgrounds together, designed to reduce prejudice and increase the rational acceptance of differences"(Calvin: 17)

Involuntary Transfer -- "The arbitrary transfer of a teacher from one school to another for desegregation purposes"(Aquila: 3)

Magnet School -- "A school with a unique educational program or a unique organizational pattern that attracts students on a volunteer basis rather than on an assigned basis"(Hughes, Gordon, and Hillman: 169)

Multicultural Education -- "The anthropological concept of culture is extremely broad and includes the physiological, psychological, sociological dimensions oa a group of people. The term Multicultural Studies is synonymous with Multiethnic studies. They are those instructional sequences which attempt to reflect the totality of American culture, not through assimilation, but through acculturation and the visable distraction of one culture variation from another. Multicultural studies address themselves to both the similarities and differences among people within the framework of equal respect for theses traits" (Aquila: 3)

Office of Civil Rights --"A unit of the Department of Health, Education, and Welfare that has the primary responsibility of administering the civil rights laws in education"(Hughes, Gordon, and Hillman: 169)

Open Enrollment -- "Permitting students in predominantly Black schools to transfer to predominantly white schools that have sufficient space"(Aquila: 3)

Reassignment -- "Changing a teacher's class responsibilities within a school to achieve desegregation within faculties, usually from one subject or grade to another"(Aquila: 4)

Resegregation -- "The return of previously desegregated schools to segregated conditions often through changes in housing patterns, white flight, or retrenchment by school officials"(Aquila: 4)

Reverse Discrimination -- "Establishing rules, policies, or laws that establish fixed quotas or that allow advantage to less qualified people simply because they belong to an identafiable racial or ethnic group."(Hughes, Gordon, and Hillman: 170)

Segregation -- "The act of seperating a race or class from the rest of society"(Aquila: 4)

Staff Development -- "Staff Development(S.D.) and or Inservice Education(I.E.) is the professional development of school personnel, whether undertaken individually or with others, informally or in a structured context. It promotes acquisition of knowledge and development of skills, including those in human relations." (King,A; Galindo: 6)

Stereotype -- "A standardized mental picture that is held in common by many members of one group about another that represents an oversimplified opinion, affective attitude, or uncritical judgement. It is a preconceived or prejudged idea about a group of people with diverse membership. While there are positive stereotypes, the most frequent reference is to those of ethnic or racial connotations, stereotypes could also rufer to other characteristics such as ""okkworm""or""Egghead"", etc." (Aquila: 4)

Training Institute--(TI) "Training Institute to assist school personnel with staff development problems associated with desegregation (Race) or sex discrimination (Sex). Both types of institutes are funded by Title IV of the Civil Rights Act of 1964" (Carney: 7)

Transfer -- "The assignment of a teacher or teachers from one school to another for the purpose of obtaining improved racial balance on school faculties."(Aquila: 4)

U.S.O.C--United States Office of Education; a part of the Department of Health, Education, and Welfare"(Carney: 7)

Voluntary Desegregation -- "A desegregation plan in which citizens of the school community decide to desegregate their schools without direction from the courts"(Hughes, Gordon, and Hillman: 170)

W.I.E.D.S. --"Abbreviation for Ways to Improve Education in Desegregated Schools- a program"(Murphy: 1)

White Flight -- "The loss of white students or faculty following desegregation of schools through the relocation of white families to suburban schools or through transfer to private segregated schools"(Aquila: 4)

ANNOTATIONS

Failure Oriented Desegregation Plans

Bartels, Lois I., Supports and Constraints to School-Community Relations in an Urban, Inner-City School, Symposium No. 4.01: Perspectives on School-Community Relations, Annual Meeting of the Educational Research Association, April 8, 1979, 27p.

This paper describes the effectiveness of a school-community relation program at Cassody School. A combination of a decentralized program planning process and a politically astute principal made a dynamic duo for success. The school became well known for instructional success and parent/community support.

Due to drastic staff changes necessitated by staff racial quotas required by a desegregation program; the delicate balance at the school was upset. New staff members were poorly trained. They were not immediately willing to accept community interest in their classrooms. They were not able to meet the challenge of dealing with problems in the classroom let alone becoming involved in the community. It appears that it is critical that both principal and staff be given training in school-community relations.

Love, Barbara J., "Desegregation In Your School: Behavior Patterns That Get In The Way", Phi Delta Kappan, Vol. 59,168-170, November 1977

Teachers who approach integration with an attitude of treating all children alike are falling into a racist trap. They deny the child his individuality and make it difficult for the child to function. The teacher needs to adopt new behaviors. Poor methods include: low expectations for minority child performance, using inappropriate instructional material, poor interpersonal relations with minority children, failing to value contributions of minorities, grouping children on a basis unrelated to ability, biased counseling practices, biased institutional practices, failure to relate to minorities as individuals, unequal discipline, and lack of honesty. Once the teacher and principal understand the problems with their behavior, then they may have a chance of outlining and implementing solutions.

Scharffe, William G., "Staff Integration In The Saginaw Public Schools", Phi Delta Kappan, Vol. 60,361-365, January 1979.

As a result of a court case involving discrimination charges against the Saginaw Public Schools, the superintendent was forced to implement a hasty staff reorganization plan. Court fights against forced busing suddenly ended with the requirement that staff be balanced at mid-year. The effort to balance the staff at mid-year made it impossible to follow normal procedures of balancing staff through filling vacancies, voluntary transfers, and finally by involuntary transfers. At the last moment, the administration was able to eliminate the grade schools from the required transfers. The administration made a further mistake by offering staff transfer seminars on a segregated basis. Even though the administration was criticized for the segregated seminars, they decided to go ahead on the premise that a segregated seminar was better than no seminar.

Wax, Murray L., Ed., Desegregated Schools: An Intimate Portrait Based On Five Ethnographic Studies., National Institue of Education(DHEW), Washington, D.C., August 1979, 139p.

The National Institute for Education did five studies where desegregation efforts were analyzed to see if they had developed into integrated programs. They found that most had not developed and that with the loss of white students; some areas had developed resegregation. Teachers in a number of schools had adopted the attitude that keeping the peace and avoiding conflict were of the utmost importance. While most teachers felt that desegregation was important, academics came first. Many felt that interracial harmony would occur naturally. Teachers were ignorant of other racial and ethnic groups. It was difficult for staff members to see desegregation as a positive academic step. Therefore, desegregation and academics had no correlation. Both the access theory and the interaction theory fail to account for differences in academic achievement.

Successful School Practices For Desegregation Implementation

Bennett, Christine, Identifying Classroom Climates of Acceptance In Desegregated Schools, Annual Convention of the American Educational Research Association, April 12, 1979, 46p.

This study was used to investigate classroom climates of acceptance in desegregated schools. Recent studies by Gay(1974), Rist(1970), and the U.S. Civil Rights Commission(1973) indicate many teachers interact differently with students on the basis of race, ethnicity, and socioeconomic status. Teachers have a lot to do with class climate. Equal expectancy, warmth, spontenaity, and humaneness are qualities of a successful teacher. Where acceptance exists; the teacher tends to be strong, dominant, fair, warm, spontaneous, and committed.

Carney, M., Ed.; And Others, Inservice Training In Desegregated School Districts: Midwest Region Case Studies, Rand Corporation, Santa Monica, California, National Institute of Education(DHEW), Washington, D.C., August 1979, 65p.

Six midwestern school districts were analyzed for their staff training for desegregation. The Carson School District began human relations inservice training. This training eventually led to the creation of an Ethnic Culture Center. The emphasis was on positive multi-ethnic contributions rather than on minority studies. In the Edison School District, a poll of principals said that there should be more inservice training for staff members. Graham School District staff members found that voluntary programs tend to be more beneficial than required programs. A number of the systems found that establishing an Ethnic Center proved beneficial. The centers were responsible for creating and providing training seminars, giving class help to teachers, and coordinating teaching staff with administrators. All school systems relied on some type of federal funds to finance their programs.

Forehand, Garlie A.; And Others, "Conditions and Processes of Effective School Desgregation; Final Report", Educational Testing Services, Princeton, New Jersey, Office of Education(DHEW), Washington, D.C., July 1976, 372p.

This study was done to compare characteristics of schools that are more or less effective in achieving positive results. Data was gathered from a number of schools using information that spanned a number of years. There is significant evidence that certain school practices have a positive effect on white students' racial attitudes. If positive approaches are used, then principals and teachers have positive racial attitudes. There is statistical proof that school characteristics are correlated to student racial attitudes. Those conditions appear to have a lasting effect. The evidence shows that school conditions have an effect over and above that of uncontrollable background conditions. The statistical proof offers an opportunity for schools to improve the outcome of racial integration.

Forehand, Garlie A.; Ragosta, Marjorie, "A Handbook For Integrated Schooling", Educational Testing Services, Princeton, New Jersey, Office of Education(DHEW), Washington, D.C., July 1976, 118p.

This handbook sites four basic concerns associated with integration. (1) Disparaties in performance and preparation levels of majority and minority students. (2) Emotional events accompanying integration may interefere with progress. (3) Integration may require changes in teacher methods and practices. (4) Real racial discrimination. An effective integrated school is characterized by salience, intercultural sensitivity, interdependence, and equity. Formal recognition of accomplishment in race relations should be rewarded. Curriculum should be multiethnic. To ignore differences is to ignore potential problems. If the school uses ability grouping procedures that result in racially identifiable groups; then the practice should be discontinued. The problem of achieving effective integrated education is a process of problem solving. It can only be successful with concentrated effort on all levels.

Genova, William J.; Walberg, Herbert J., Promoting Student Integration In City High Schools: A Research Study And Improvement Guidelines For Practioners. Final Report.,TDR Associates, Newton, Massachusetts, National Institute of Education(DHEW), Washington, D.C., September 1979,146p.

This report was written to make schools aware of steps that they can use to promote integration. Student integration consists of knowledge, attitudes, and behaviors which, if positive, can produce positive benefits. School staff produce role models. Healthy and visable interracial/ethnic relationships among staff provide models for integration. It is important for the staff to verbally support integration. Staff members need knowledge of different ehtnic groups. They need to be fair and treat students equally. The most important factors for success are racial mixing, racial fairness, staff support for integration, security, staff modeling, and multicultural exposure. Cooperative team efforts in learning can promote racial mixing.

Gordon, Edmund W.; And Others, A Comparative Study of Quality Integrated Education, Final Report., Columbia University, New York, N.Y., Institute for Urban and Minority Education, National Institute of Education(DHEW), Washington, D.C., June 1976, 691p.

This study identifies six school districts which provide effective school desegregation. Each system had gone through several phases of voluntary or forced desegregation planning. None of the programs was successful in all areas of desegregation. Teacher preparation for the desegregation process ranged from little to no training ; to voluntary seminars. More emphasis seemed to be placed on human development training for school administrators, principals, and counselors. The average teacher was at best offered a voluntary four day seminar. The staff was not consulted in the design or implementation of any of the six school districts analyzed in this study.

Metro Ways to Understanding, Vol. I: A Plan for the Voluntary Elimination of Racial and Ethnic Isolation in the Schools of the Boston Metropolitan Area, Metropolitan Planning Project, Newton, Massachusetts, Office of Education(DHEW), Washington, D.C., 1974, 384p.

This report explains a ten year program in the greater Boston area to implement voluntary desegregation. The Metro Ways to Understanding program provides for voluntary collaboration between urban and suburban school districts. The original plan for a staff development model was curtailed due to lack of funding. A summer institute on open education addressed the cognitive, affective, and physical development of children. The program encouraged collaboration between schools, steering committees, and the community. A number of groups recommended focus on staff development workshops of longer duration. They recommended indepth development of racial and ethnic awareness and understanding.

Muirhead, R. Scott; And Others., Teacher and Principal Reactions to an Involuntary Transfer Program to Integrate Faculties in the Chicago Public Schools, American Educational Research Association Convention, April 1979, 25p.

Two thousand teachers and eighty principals were transferred to racially balance the staff of the Chicago School System. Computers randomly matched teachers and principals to their new assignments. Follow-up questionaires revealed that the required procedures had not been properly followed. Over half the faculty received no help from administrators or hold-over staff members. Other data indicated that most teachers and principals did not believe that the transfers would adversely effect student achievement or the functioning of school administration. Many transferees felt that the new assignment was better in terms of educational programs, student discipline, community/parental support, student achievement levels, and student/teacher relationships. Minority staff were pleased more with the new assignments than were non-minority. Teachers with less than five years experience tended to be more satisfied with the results. Teachers assigned to schools where there were procedures to implement the changes also tended to be happier with the results.

Murphy, Hardy R., Executive Summary of WIEDS Survey, Southwest Educational Development Lab., Austin, Texas, National Institute of Education(DHEW), Washington, D.C., 1979, 9p.

In summarizing staff development, it was found that 62% of the staff development in this study came from central offices, while 38% originated at the school level. Methods involving personal and group interaction appear to be the most effective. Due to a less restrictive nature of discussion, the issues can be personalized. A need for ethnic/cultural awareness was noted by most teachers. Awareness was necessary for the difference between accomplishing desegregation and integration.

School Desegregation in Tacoma, Washington; A Staff Report of the United States Commission on Civil Rights., Commission on Civil Rights, Washington, D.C., May 1979, 24p.

This study describes the efforts of Tacoma Washington to desegregate its' school system. They adopted a gradual desegregation policy that started with voluntary enrollment in several schools. Each year they increased the number of schools eligible for student transfer. In 1968 they adopted a five point program which included: balancing racially every junior high school, opening a magnet school, converting an elementary school to a training facility, transferring some sixth graders, and monitoring the racial balance in the high schools. They continued to balance the system with magnet schools. More than 500 staff members were exposed to some type of sensitivity training.

School Desegregation, Making it Work; A report to the Rockefeller Foundation, Michigan State University, East Lansing, Michigan College of Urban Development, July 1976, 132p.

This report is based on a conference concerning desegregation. Practically all conference participants acknowledged the need for staff training. Training should start with the school board and superintendent while including inservice training for teachers and principals. Success of desegregation depends on building successful bi-racial or bi-ethnic relationships. Successful administrators are well informed. Superintendents need to assume the lead in establishing selection procedures and basic framework of inservice training programs. A superintendent should implement desegregation through welcoming committees, orientation for returning staff, employ new staff based on desegregation standards, recognize need for inservice workshops for all staff, establish transportation plans, establish a uniform student conduct code, and prepare the community for the change.

Slavin, Robert E.; Madden, Nancy A., "School Practices That Improve Race Relations", American Educational Research Journal, Spring 1979, Vol.16,No.2, pp.169-180.

The attitudes of teachers and principals appear to be the biggest factor in race relations outcomes. A study by Gerrard and Miller(1975) identified low prejudice levels by teachers as a major factor in positive relations. Low prejudice was traced to teaching techniques. Highly supportive principals were also influential in good race relations. Support from the faculty for integration led to integration among students. Low levels of conflict or tension also tend to be good for race relations. Teacher attitudes hopefully can be changed through inservice training, college courses, and workshops.

Slavin, Robert E.; Madden, Nancy C., School Practices That Improve Race Relations: A Reanalysis. Report No. 264, Johns Hopkins University, Baltimore, Md., Center for Social Organization of Schools., National Institute of Education(DHEW), Washington, D.C., October 1978, 30p.

Placing members of two racial groups together provides no guarantee that prejudice and racial isolation will be broken. The factors seem to determine the outcome of integration. The first factor is the attitude of teachers and principals. The second is actual interracial contact. Educational Testing Service material indicates five factors contributing to better race relations were: (1) Teaching Methods. (2) Evaluation of the Principal.(3) Teacher's racial attitudes. (4) Support for integration. (5) Low conflict and tension. The use of multi-racial learning teams in the classroom can stimulate interaction and help improve race relations.

Stout, Rober T., Facilitating Desegregation: A Handbook for Community Organizations., Rand Corporation, Santa Monica, California, Office of Education(DHEW), Washington, D.C., December 1978, 31p.

This handbook is directed toward the leadership of the community. It appears that the most successful citizens groups choose a political activist strategy where they form coalitions to engage in legal/political activities. Successful groups are assertive and demanding. However, they are not disruptive. They used their resources to influence school district officials, school board members, and other citizens. Successful groups understood the political dynamics of their community. They worked through the system to achieve the changes that they desired.

The Role of the School Principal in School Desegregation. A Position Paper., National Institute of Education(DHEW), Washington, D.C., 1977, 13p.

Problems with implementation of legally mandated desegregation can be attributed to lack of preparation training and general readiness of the educational community. The principal is the middle man between the school and the community. He has a broader perspective than teachers and a better focus than the superintendent or the school board. The principal needs a working knowledge of the objectives and programs. He must gain support through the formal and informal power structures. Successful desegregation is directly correlated to the participation of students, teachers, counselors, and staff in decision making.

Magnet Schools

Cunningham, Claude h., An Evaluation of Houston's Magnet School Program, Annual Meeting of the American Educational Research Association, March 1978, 23p.

Houston had tried several forms of desegregation. They tried a grade a year transfer program, school pairing, and finally a magnet school program to promote integration. The court ruled that they must accomplish four things: (1) Reduce the number of schools with 90% or more white or combined black and brown students. (2) Reduce the number of students attending such schools. (3) Provide free transportation to Magnet Schools. (4) Make biannual reports.

Staff imbalances especially in the area of Hispanic teachers continues. A deficiency in the program was inadequate information provided to the public. Staff development training workshops were held during the summer which were not mandatory. Their desegregation training was intermixed with regular staff training.

After analyzing the success of the magnet schools; administrators felt that the magnet school program had not changed the ethnic makeup of their schools, but had contributed to peacefulness, public relations, and quality of education.

Fleming, Margaret, Ed.; And Others, Proposed Plan for Magnet Schools-Cleveland Public Schools. Section II, Cleveland Center for Fundamental Education, Cleveland Board of Education, Ohio, June 29, 1979, 38p.

This report describes Cleveland's first venture with a Magnet School. At the end of the first semester, the following positive indicators demonstrated success. (1) Maintenance of a stable racial balance. (2) Evidence of harmony among students, parents, and staff. (3) Evidence of increased student achievement. (4) Ongoing support of parents. (5) Encouragement from the community and media.

A qualified racially balanced staff was chosen. Before the beginning of the school year, the staff was introduced to a number of workshops which covered: teacher orientation, classroom test skills, human relations, program evaluation, health services, and psychological services. General staff meetings were held throughout the year. Weekly 40 minute grade level meetings were held. Appropriations were made for the following year to provide funding for instructors to attend 100 hours of inservice training.

Griffin, Virginia K., And Others, Symposium: Strategies for Achieving Racial Balance in the Cincinnati Public Schools, Annual Meeting of the American Educational Research Association, San Francisco, California, April 21, 1976, 58p.

Four different views were presented on how to avoid problems which stem from court-ordered desegregation. Donald R. Waldrip's "Program Development as a Strategy for Racial Balance" states that voluntary integration takes place when schools offer programs of interest to the student. Such programs as alternative programs, magnet schools, open enrollment, and vocational programs lessen racial factors and better achieve racial balance. James N. Jacob's article on "Quality Education as a Strategy for Racial Balance" states that optional alternative programs are not for all parents or pupils. Most pupils will opt for conventional school programs being offered. All conventional programs must not be inferior or parents will move away from the district. White flight can prevent racial balance from being achieved. He stresses that all programs be quality programs.

Loveridge, Robert L.; And Others, Parent Perceptions of Magnet Schools as a Method of Desegregation, Annual Meeting of the American Educational Research Association, March 31, 1978, 19p.

Magnet parents had much higher levels of participation than did parents of children attending regular schools. A questionaire was sent to parents to sample participation and attitudes. Most parents favored the magnet school concept of desegregation. If magnet schools were increased, then they might get a greater response in enrollment. Thus white flight might be curtailed. Parents who had children attending a magnet school perceived the greatest benefit from the magnet school program.

McMillan, Charles B., "Magnet Education in Boston", Phi Delta Kappan, November 1977, pp.158-162.

The magnet school in Boston was a creation of a 1975 federal court desegregation order. The superintendent felt that the magnet school may be an answer to desegregation problems. The magnet school provides quality education with an aggressive faculty and administration. Schools that had excellent facilities and staffs were designated "Instant Magnets". The magnet schools were guaranteed to be integrated along percentage lines equal to the percentages of racial groups in the city. After experiencing trouble staying within the magnet themes, it was decided that themes were inappropriate at the elementary and middle school level.

Missal, Gerald E., Ed., Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, Massachusetts State Department of Education, Boston, Bureau of Equal Educational Opportunities, April 1977.

Boston began its quest for desegregated schools in 1962. From the period of 1962-71 voluntary student transfers were used as a method of transferring students. Eventually the school board recognized that voluntary transfer programs were not acceptable by themselves. The concept of magnet school programs were analyzed and selected as an alternative program. The first two magnet schools that showed success, Green and Trotter, were able to survive due to the commitment to success by parents. Pupil-teacher ratios were lower in the magnet schools. Regular teachers were used to design and implement the programs at the schools. The voluntary nature of the school was reflected in the attitudes of pupils and parents throughout the school district that participated in the plan. The program allowed isolated kids to gain a better understanding of other races. Parents became involved initially through fear for their children's safety and education. Magnet schools offered interaction under favorable conditions because integration was freely chosen.

Weaver, Roy A., Magnet School Curricula: Distinctly Different? Summary Report, Annual Meeting of the American Educational Research Association, April 12, 1979, 32p.

This report is the result of a study to investigate how Magnet School Curicula differs from that of regular public schools. The researcher was utilized in one capacity; to teach a curriculum course in which teachers from a particular Arts and Sciences Magnet School were enrolled. The course was offered as a 3 hour course with credit given at the Master's Degree level. Of the schools studied, the findings reported that the curriculum offered and emphasized in the magnet and conventional school were nearly identical. A research study of the magnet schools showed that they were outgrowths of the original school from which they were derived.

Staff Development

Bash, James H., Effective Teaching in the Desegregated School, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, Fastbacks No. 32, 46p, 1973

A teacher in a biracial teaching situation should examine ones' attitudes toward members of other races. Feelings and problems should be discussed with teachers of other races. Small planning groups can be developed for handling problems. The idea is to discuss the simplest as well as most troublesome and emotionally laden problems. In planning to integrate and desegregate a group, six phases should be followed for implementation. (1) Face to face commitment (2) Equal human status accordance (3) Unawareness concession (4) Mitigation of displeasing communication cues (5) Self concept exposure (6) Application of the mutuality factor. Addressing those areas will open communications.

Effective teaching requires good teacher-pupil relationships. The teacher needs to look past the student to the environment. The teacher needs to work with the parent to develop lines of communications. Informal discussion groups and visits to the home are ways to get the parent involved and talking. If the teacher gives a feeling of being superior to the parent, he will not receive cooperation. Administrators need to boost teacher morale. Conflict is unavoidable; but it is the responsibility of administrators to solve.

Briggs, William, "From Isolation to Integration in the Classroom", Journal of Integrated Education, Vol. 16,No.5, Sept.-Oct. 1978,pp.20-25

In instituting desegregation and integration; inservice training requires the assumption that no one already knows what to do about anything. Teachers and principals need to be sensitive to the community. In the early stages of desegregation, a teacher needs the security of knowing that the principal has done his homework. Teachers and administrators need to agree on conduct, discipline, and equitable distribution of discipline procedures. All staff needs to be trained. Back-up personnel can create bad feelings. In an effort to desegregate, administrators ignore quality integration until every other problem has been addressed. Teacher attitude can be improved by sharing solid information about students with other teachers. Every action, phrase, or example given in the classroom has an element that will promote or discourage integration. Unless properly prepared, the teacher will have difficulty obtaining success.

Chesler, Mark A.; And Others, "Institutional Changes to Support School Desegregation: Alternative Models Underlying Research and Implementation", Law and Contemporary Problems, Vol:42, Autumn 1978, pp.177-199

Desegregation should increase stability, status, and power of minorities. It should alter feelings of exclusion and injustice. To implement desegregation, the principal is important. He is responsible for building a working team devoid of racial bickering. The principal acts as a leader who directly or indirectly has an effect on the children. The principal establishes effective communication with the parents and the community. He provides community leadership in promoting desegregation. New and specialized staff roles assist with the desegregation process. Many staff members will require careful preparation for their jobs. Any staff member who has substantial contact with the students should help create a positive relationship. Patterns of staff employment, deployment, and interaction can filter into the classroom to be reflected in the students' attitudes. Forehand, Ragosta, and Rock indicate that achievement is significantly related to perception of school fairness.

Elena, William J., Comp.; Gable, Martha, Comp., "Proposals for Progress: Promise and Performance", American Association of School Administrators, Washington, D.C., 1972, 52p.

This twelve article series covered a number of topics. An article by William Wayson pertained to staffing the Inner-City School. He indicated that the teacher must be trained to deal with students that come from life styles that are different from the teacher's. The principal is a key person to the success of inner-city education. The effectiveness of teachers and principals is hampered by the decisions and lack of support coming from central offices.

In an article by Truman M. Pierce on School Desegregation; he indicated that court ordered desegregation plans were often unrealistic, impractical, and unacceptable to the community. The role of responsible leaders in desegregation attempts has been hampered by extremists. Better understanding of white and black people of each others group has emerged. Educational quality needs to be improved through better teacher preparation.

Hughes, Larry W.; Gordon, William M.; Hillman, Larry W., Desegregating America's Schools, Longman Inc., New York, New York, 1980, Chapter 10.

The author discusses staff inservice training in the tenth chapter. Because desegregated classrooms offer a new barrage of different factors for most teachers with students who come from different ethnic and cultural backgrounds, predictable staff problems will result which are directly related to desegregation. The inservice programs must be created after a needs assessment has been conducted by examining teacher attitudes. Inservice training is for creating major changes in behavior. The program should have clear direction as to its focus and be carried out by professionals who have experience. Finally it must be evaluated to determine whether the impact was satisfactory.

King, A.L.; Galindo, Letticia, Identification of Effective Staff Development/Inservice Education Strategies to Integrate Desegregated Schools, Southwest Educational Development Lab., Austin Texas, 1980, 39p.

There is a growing pool of research available correlating behavior and attitudes of teachers with the attitudes and performance of pupils. Other studies indicate that academic achievement in desegregated schools increases for minority students while majority students learn at the same or higher rate. Minority children gain a more positive self concept. Both majority and minority students gain more positive racial attitudes by being together. All teachers need professional preparation for their role in teaching all groups equally. Unmet needs within the classroom include cultural awareness, human relations, curriculum revision, pupil motivation, teaching methods, learning life styles, parental involvement, and segregation within the classroom. If the teacher can address these areas of concern; then that teacher has a good chance of integrating that classroom.

King, A.L.; Roberson, Don R., Project: Ways to Improve Education in Desegregated Schools(WIEDS)--Final Interim Report, June 1, 1978 to November 30, 1979, Southwest Educational Development Lab., Austin Texas, National Institute of Education(DHEW), Washington, D.C., November 30, 1979, 233p.

Teacher behavior strongly affects pupil behavior and has especially important implications for minority children. All teachers need professional preparation for this role. Multicultural education requires the training of teachers to recognize and capitalize on the existence of ethnic diversity. To increase desegregation of staff, it normally requires the hiring of additional minority staff. Teacher training needs to be expanded in the areas of cultural awareness, human relations, and training for evaluation of multi-ethnic and bi-lingual materials. Even teacher's colleges lack proper direction. Black education classes tend to aim at the ghetto conditions as opposed to how to interact with black students in the classroom. Multi-ethnic classes in colleges are currently electives. It would be an excellent idea to include a multi-ethnic course as a required part of the college curriculum.

King, Nicelma J., Staff Development Programs in Desegregated Settings-Executive Summary, Rand Corporation, Santa Monica, California, National Institute of Education(DHEW), Washington, D.C., February 1980.

This study examines the staff development programs in sixteen desegregated school districts. In all the school districts there was a concern for continuing staff development. The way the district formulates its desegregation goals and plans affect the direction of staff development. If the program is voluntary, then the emphasis of the staff development is on quality education. If the desegregation is mandatory, then the emphasis is on peaceful compliance with the law. Plans that included magnet programs or curriculum changes needed longer inservice programs than those that had little change. Teachers appeared to be happier with programs that had been planned on the basis of needs assessment. Districts need to provide a formal needs assessment, plan, and evaluate development programs. The important subject areas for development were human relations, curriculum, multicultural education, conflict management/discipline, and community participation. The training provided greater staff morale, staff competence, and intergroup relations. The development prevented some problems from occurring and gave staff better competence to deal with other problems. It was noted that as the desegregation process gets older, that the difficulty in obtaining funds for staff development becomes more difficult.

Newby, Robert G., Desegregation-Its Inequities and Paradoxes: Toward an Equitable and Just Educational Policy for Afro-Americans. Annual Meeting of the American Educational Research Association, April 1979, 45p.

In his article, Robert Newby contended that the Brown vs. Topeka decision leads one to believe that the black student is inferior unless he is able to mingle with white students. He cites the success of Dunbar High School where 75% of all graduates of this all black school went on to college over its 85 year history. However, after desegregation, the school's reputation was gone and it became just another ghetto school. He contends tnat some of the earlier studies that measured racism may have been biased by the rising racial consciousness of our times. Integration as now practiced may not be beneficial to black children. It may only be a subtrefuge for white supremacy. Racial integration may require Blacks accepting White ideologies which may not be acceptable to most Blacks.

Noblit, George W., Managing Student Desegregation: A Comparative Study of the Functioning of Principals and Implications for Policy Research, National Institute of Education(DHEW), Washington, D.C., 1979, 46p.

With desegregation being instituted, it becomes the responsibility of the school principal to implement the plan. The principal must use patience and prudence. Desegregation heightens the emotional pressures a principal must face. Principals need to be aware that the consequences of any decision may be greater since desegregation is a political and economic issue. There are a variety of ways school systems' schools and principals can respond to desegregation. An effective policy has to be followed or the desegregation effort will end up in white flight and resegregation. Parents can be the main threat to a principal and his chances of success.

Scott, Bradley, Desegregation: The Next Step, The Author, April 1979, 13p.

Responsibility for effective desegregation lies mainly with the community. If the community is willing to accept all phases of integration; then the school has an opportunity for success. The staff also assumes responsibility for success. That responsibility goes with all staff positions from the bus drivers and maintenance people to the administrator. Any person on the staff can make the job more difficult by displaying a poor attitude. The faculty needs to be responsive to students' perceptions and attitudes. The faculty must speak to the issues and concerns that may be potentially explosive. They must learn to model effective communication and dialogue.

Sommerville, Joseph C., "Leadership for Successful School Desegregation", Educational Leadership, Vol.37, October 1979-May 1980, pp.622-625.

The administrator needs to be dedicated to promoting an effective school atmosphere. Involvement and communication with people is an important part of the desegregation process. The administrator needs to confront the idea that racial feelings only result in destruction and chaos. Due to myths, uncertainties, and natural resistance to change, people are unaccustomed to thinking in terms of positive racial interaction. Through interaction, involvement, communication, and appropriate training, people can learn to create solutions to problems.

Smith, Kathleen, Ed., Desegregation/Integration: Planning for School Change. A Training Program for Intergroup Educators, National Education Association, Washington, D.C., 1974, 112p.

The information from this program was taken from the chapter called; Providing for Change: Staff Development. There is a definite strain on white, black and brown instructors to prove their relevancy to the class. Teachers must first be aware of their feelings toward other races. Stereotyping must be eliminated if possible to keep teachers from forcing their expectations on students. Teachers need to understand different groups perceptions of racism and expectations of school. An interracial staff needs to deal with racism so that they don't provide a negative model. Teachers need to try to relate to the community to work toward desegregation. They need to view the community as a positive force as opposed to an enemy.

The move toward desegregation has to come from top administrative personnel. Minority faculty members should be employed to provide balanced quality education and successful desegregation.

Thoms, Denis, "Staff Development Through Inquiry, Observation, and Feedback", The Clearing House, Vol.53, September 1979, pp.11-13&30-31

Providing assistance to teachers is essential to an educational program. Emphasis should be placed on professional growth, not regulation. For a teacher to grow in ability, questions should be asked such as: What are the teacher's strengths, needs, interests, aspirations, experiences,problems, concerns, and perceived weaknesses? A staff developer should strive for reducing tension and fear while building a positive attitude.

Staff development should identify teaching-learning problems. Inservice plans should strive to encourage a team atmosphere. Central staff should join the staff in problem identification. It is important to increase the personal security of the teacher. With an improved attitude, the teacher will be better equipped to deal with external pressures.

Wiles, Kimball; Love, John T., Supervision for Better Schools, 4th Edition, Prentice Hall, Englewood Cliffs, New Jersey, 1975 Chapter 13, pp.242-246.

Staff members have strong and weak points. An administrator has the responsibility of helping people maximize their teaching potential. Proper placement means happier people who have fewer problems. A principal can match people to the job through the use of skills testing. The teacher becomes the curriculum at the class level. As the teacher improves, so does the curriculum. When a teacher fails; the administration has failed. The failure is due to poor selection, faulty placement, or inadequate inservice training.

Yarger, Sam J.; Schmieder, Allen A., "A Promising approach To Staff Development", Today's Education, Vol.67, April-May 1978, pp.70-71

Educators have finally realized that no matter how good a program may be; it will not be successful unless those who are designated to implement the program clearly understand that program. They also need to have a strong commitment to the success of the program. They must have the necessary resources to complete the job successfully. Success depends on extensive staff development. Teacher's centers can be a catalyst of educational programs. A teacher's center is a place within the school district where success is shared, educational resources are provided and instruction is given.

CONCLUSIONS

The effect that the teacher and principal have on students has made the difference between the success or failure of desegregation plans. Teacher ignorance of problem areas can lead to unintentional racism. Statements such as; "I don't see color in the classroom" virtually may make it impossible for some students to function in the classroom.(Love: 168)

Instead teachers need to affect children positively. An example of positive influence is a case where Dr. Samuel Shepard reported that teachers in one class confused the students locker numbers with their I.Q.s. "What happened, of course, was that the students with the low I.Q.s and high locker numbers couldn't get the teacher off their backs. Finally, Johnny, either by cheating or actually doing the work began to produce for this teacher who expected him to perform better. Meanwhile the student with the high I.Q. and the low locker number was not getting that kind of encouragement, got bored, and his attention even began to drift until he was finally staring out the window. Freddy, locker number 85 and the I.Q. number 122 now looked like I.Q. number 85."(Briggs: 23)

If teachers can affect student behavior in the academic area, then they can influence the outcome of race relations through their actions in the classroom. To take desegregation and transform it to integration, there must be a change of behavior. A change of behavior will eventually be reflected in a change of attitude.(Wax: 95) Through training the teacher's behaviors and attitudes are modified.

Eventually this transcends to the students through the efforts of the teacher.

Staff development programs are essential to effective desegregation/integration plans. The Rand Report indicated that staff development had a great effect on staff morale, staff competence, and intergroup relations. It also may act as a crisis prevention mechanism for some teachers.

Administrators should review the information available on staff development. They will find that the successful school districts followed definite plans for teacher preparation. An organized approach to staff development will give confidence to the teachers involved in any new desegregation process.

Administrators might consider implementing their plan for desegregation with Magnet Schools. The advantages to Magnet Schools are: Integration is freely chosen, superior staff and facilities are normally chosen, teachers voluntarily work to make each school better, and extensive staff training is necessary.

RECOMMENDATIONS

To implement staff development for desegregation, concentration is required in the following areas: (1) Human Relations (2) Curriculum (3) Multicultural Education (4) Management/Discipline (5) Community Participation.(King; N.: 8)

The development of Desegregation Resource Centers can also prove useful to teachers. Continuous evaluation and training is necessary. Staff development must continue to extend desegregated schools into integrated schools.

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